DOCUMENT RESUME

ED 376 296 CE 067 539

AUTHOR	Faught, Suzanne G.
TITLE	Marketing Internships: A Planning and Implementation Guide.
INSTITUTION	Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS AGENCY	Texas Education Agency, Austin.
PUB DATE	94
NOTE	62p.
AVAILABLE FROM	Extension Instruction and Materials Center, University of Texas, P.O. Box 7218, Austin, TX 78713-7218 (stock no. ME 110 C).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Articulation (Education); Corporate Support; *Distributive Education; *Internship Programs; *Marketing; Needs Assessment; On the Job Training; Postsecondary Education; *Program Development; Program Implementation; School Business Relationship; Secondary Education; Teaching Guides

ABSTRACT

This planning and implementation guide is designed to assist marketing educators and others supportive of marketing education. It begins with definitions of vocabulary of related terminology and descriptions of the four models of internships presented in the guide: full-year, rotation-type format; 1-semester, rotation-type format; full-year format starting with shadowing and moving into performing entry-level duties; and full-year or semester format for high school seniors not in cooperative education who want a two-year college or four-year university degree before beginning their marketing-related careers. A section on planning activities for a marketing internship course covers the following: performing an internship needs analysis; seeking and gaining business support; developing a proposal; securing administrator support; forming an advisory committee; and securing approval from the Texas Education Agency. The section on implementing strategies for marketing internships focuses on these areas: program/course promotion; student recruitment procedures; recommended student placement; paid or unpaid employment; class schedules/student schedules; policies and procedures; sample forms; planned and systematic job rotation; articulation agreements with postsecondary institutions; and evaluation of student outcomes. Appendixes include a copy of Lewisville Independent School District's proposal for a marketing internship course; Texas Education Agency specifications; sample policies and procedures; and sample forms. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 376 296

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

M Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

MARKETING INTERNSHIPS:

A Planning and Implementation Guide

Developed for

Marketing Education Teachers
in Texas

By

Suzanne G. Faught

Published by

The University of Texas at Austin
Educational Resources
Extension Instruction and Materials Center
Division of Continuing Education

Developed under a contract with

Texas Education Agency
Austin, Texas

1994

© 1994 by The University of Texas at Austin
All rights reserved. Published 1994
Printed in the United States of America

Brand names, company names, trademarks, or other identifying symbols appearing in the illustrations and/or text are used to clarify and identify and do not constitute a recommendation or endorsement by the author or the publisher.

Director, Educational Resources / Mitch Cooper
Marketing Education Curriculum Specialist / Suzanne G. Faught
Publications Coordinator / Jon Griffith
Artists / Elinor Gamache and Debra Dionisio
Publishing Technician / Kathryn N. Roberts
Editor / Barbara Sutherland

Additional copies may be ordered from:

THE UNIVERSITY OF TEXAS AT AUSTIN
Educational Resources
Extension Instruction and Materials Center
P.O. Box 7218
Austin, TX 78713-7218
512-471-7716 or 1-800-252-3461
FAX 512-471-7853

Stock Number ME 110 C

Contents

Foreword iv
By Emmett Eary, Program Director, Marketing Education, Texas Education Agency
Acknowledgments v
Introduction 1
Purpose of This Guide 3
Marketing Internships: Some Working Definitions 4
Organization of Marketing Internships 6

Planning Activities for a Marketing Internship Course 11
Performing an Internship Needs Analysis 13
Seeking and Gaining Business Support 14
Developing a Proposal 16
Securing Administrator Support 17
Forming an Advisory Committee 18
Securing Approval from the Texas Education Agency
Submitting Evidence of Support for the Experimental Course 19
Developing Rationale and Justification of the Course 20
Describing Major Resources and Materials 20
Determining Course Content 21
Identifying Essential Elements, Objectives, and Outcomes 21
Developing Methods for Student Evaluation 22
Determining Amount of Credit to Be Awarded 22
Suggested Qualifications and Responsibilities of the Instructor 22

Implementing Strategies for Marketing Internships 25
Program/Course Promotion 27
Student Recruitment Procedures 28
Recommended Student Placements 29
Paid or Unpaid Employment 29
Class Schedules/Student Schedules 30
Policies and Procedures 30
Sample Forms 31
Planned and Systematic Job Rotation 31
Articulation Agreements with Postsecondary Institutions 32
Evaluation of Student Outcomes 32

Bibliography 34

Appendices
Appendix A: A Copy of Lewisville ISD's Proposal for a Marketing Internship Course 35
Appendix B: Texas Education Agency Specifications 49
Appendix C: Sample Policies and Procedures 53
Appendix D: Sample Forms 57

Foreword

School-to-work transition is receiving a tremendous amount of attention in Congress, in state legislatures, and from federal, state, and local educational leaders. The focus of all this attention is the development of additional ways to help young people make better choices that will, in turn, prepare them with the advanced skills needed to succeed and progress in a technological world. More traditional ways of preparing young people through career and technology education courses have included such methodologies as in-school laboratory training and cooperative education.

While cooperative education continues to play a vital role as one of the school-to-work transition strategies, other opportunities that offer students expanded options do exist. One of these options is the use of internships in the many marketing occupations. While cooperative education programs in marketing have traditionally focused on training in the retail, wholesale, and service sectors of marketing, internships open a whole new dimension within the opportunity-filled world of marketing.

Through internships, there is a vast untapped area where students with the right interest and aptitude can gain practical and valuable "hands-on" experience. Opportunities exist in the marketing departments of many major corporations and organizations, such as manufacturers, brokers, banks, hotels, shopping centers, convention and visitors bureaus, theme parks, advertising agencies, marketing research/consulting firms, and many, many others. The internship may manifest itself though student observation and shadowing activities, or it may actually include a limited amount of performing tasks under the supervision of a mentor.

Internships can provide another vehicle for helping students realize their maximum potential—whether their goal is full-time employment after high school, additional postsecondary training, or higher education at a college or university. We encourage you to explore the possibilities for internships in your community. It is hoped this *Planning and Implementation Guide* will be of assistance to you in your efforts!

Emmett Eary, Director
Marketing Education Programs
Texas Education Agency

Acknowledgments

Educational Resources of the Extension Instruction and Materials Center wishes to acknowledge with grateful appreciation the following persons who served on its 1993–94 Project Advisory Committee for this and other marketing education publications.

- Betty Helton, McCallum High School, Austin, District 5
- Adell Morton, Allen High School, Allen, District 7
- Sheryl Nelson, Tuloso-Midway High School, Corpus Christi, District 1
- Larry Russell, Clear Lake High School, Houston, District 3
- Berry Sullivan, teacher educator, Southwest Texas State University, San Marcos
- Michelle Walker, doctoral candidate in career and technology education, University of North Texas, Denton

Credit is also due to other members of the 1993–94 Marketing Education Curriculum Advisory Task Force. Initial planning for this and other materials began with the August 1993 meeting of the MECATF group, which includes all of the Project Advisory Committee members plus these marketing education teachers who represent their ME districts as curriculum chairpersons: Bill Bilbruck, Plainview High School, District 8; Jerry Gates, Uvalde High School, District 2; Juan Rocha, Lake View High School, San Angelo, District 9; Nelda Shipp, Mineola High School, District 6; Sandra Telles, Coronado High School, El Paso, District 10; and Mildred Vannoy, Livingston High School, District 4.

Special thanks go to the following Texas marketing educators who have implemented different kinds of internship courses and have shared their expertise in order to help other marketing educators implement similar new courses:

- Rhonda Cmerek, Round Rock High School, Round Rock
- Don LeNoir, Leander High School, Leander
- Keigh Martin, The Colony High School, Carrollton
- Dale Hinesly, Vocational Supervisor, Lewisville ISD, Carrollton

A unique opportunity for dialogue with several European advisors on school-to-work issues was provided by Dr. Bob Glover, research scientist with the Lyndon B. Johnson School of Public Affairs' Center for the Study of Human Resources, through the June 1994 "Education That Works . . . Work That Educates" conference. A personal visit after the conference with Robert Egloff, training consultant and former director of Swiss apprenticeship programs in banking and retail sales, offered valuable insight into the opportunities available in these areas, which are not currently apprenticeable in the United States.

The Center also recognizes with sincere appreciation the active involvement in this project by Emmett Eary, State Director of Marketing Education at the Texas Education Agency, Austin, and wishes to thank him for his guidance and support in the development of marketing education curriculum and instructional materials.

Suzanne G. Faught
Curriculum Specialist for Marketing Education

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 AND 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Introduction

As leaders from industry, labor, education, and government work together to determine how to design educational reforms, partnerships between education and industry have emerged that will improve the skills of America's future work force. National attention, through the legislated School-to-Work Opportunities Act and the Secretary's Commission on Achieving Necessary Skills (SCANS) report, has been focused on work force preparation as thousands of employers realize the importance of an educated work force in solidifying a competitive position in our global economy. Not only do employers desire a high-quality and well-trained work force for their businesses, but they also have a sense of social responsibility for taking action to improve the quality of education in their local communities.

Combining learning at the work site with learning in the classroom, school-to-work programs, such as marketing internships, can establish working partnerships between schools and employers. The hands-on learning at the work site and the integration of school and work curricula help students see the connection between what they learn in school today and how well they will do in jobs tomorrow. School-to-work legislation allows for program flexibility that can address local needs and can respond more easily to changes occurring in the local economy and labor market. Partnerships consisting of employers, secondary and postsecondary educational institutions, labor organizations, and other local community and business leaders will design and administer local school-to-work programs.

Educating the future work force must continue to be an integrated approach involving work-based learning wherever appropriate, which is where the opportunity of marketing internships begins. Cooperative education, which has been the backbone of traditional marketing education for more than forty years, involves a training sponsor providing on-site occupational experiences to those students who go to school for part of each day and train with them for 10 or more hours per week. Cooperative education provides training opportunities to thousands of high school students each year, although the vast majority of positions have been restricted to the retail sector.

The changes occurring in education and industry suggest that internships may permit access to marketing opportunities usually not open to high school students. Moreover, internships can enable students with well-defined career interests in the field of marketing to receive practical "hands-on" experience prior to or in lieu of enrollment in cooperative marketing education. This experience can lead directly into further education and training, which is more focused rather than purely exploratory.

Marketing internships, through the variety of formats presented in this guide, allow students to become involved in a local business to determine the scope of the marketing-related position(s) available and to enable them to begin making career decisions at an earlier age. Students need to leave their educational setting (secondary, postsecondary, or higher education) ready to pursue a career pathway, rather than a helter-skelter series of "jobs," hoping to find the right one somewhere along the way.

As part of the validation of this guide, Robert Egloff, a retail and banking apprenticeship training consultant from Zurich, Switzerland, offered some personal comments regarding the apprenticeship systems in place in Switzerland, which are similar to the ones in Germany. Their systems are not school-based—teachers do not make site visits to the training station to evaluate the progress of the apprentice nor does a school representative sign the apprenticeship contract. Their systems are employer-based with a three-month probationary period for each party to decide whether to continue the contract. Once that period has passed, the student is committed to completing the apprenticeship, which is a minimum of two years for retail sales positions and three years for banking.

The 16-year-old student attends training classes or works full time at the work site at least four days each week, with one full day or two half days of classroom instruction at the school. Apprenticeships are arranged in general categories, such as retail sales or banking, but are then subdivided into very specific training positions, such as a sporting goods sales apprentice. As a result, there are many more apprenticeable occupations in Europe than in the United States, which tend to be "blue-collar," technical occupations.

Approximately 20 percent of the classroom instruction is very specific product knowledge, such as that required for a sporting goods sales apprentice. More than 50 percent is information all students need, regardless of their apprenticeship specialization, which includes math, science, social studies, and other academic courses. Additional coursework is required according to the general category of apprenticeship, such as sales, which could include apprentices in department stores, supermarkets, appliance stores, and insurance agencies in the same course.

During the apprenticeship period, the student is paid a percentage of the salary a full-time employee in that position would earn, which increases each year of the apprenticeship period (i.e., 20% in year one, 25% in year two, and 33% in year three). At the end of the contract period, the employer's obligation to the apprentice ends. The apprentice must pass the occupationally specific exit exam in order to be certified. The employer can hire the certified individual as a full-time employee at the standard salary but is not required to do so.

You might ask, "How do 16-year-old students know which apprenticeship they want to pursue?" In their equivalent of our middle school, students have the opportunity to use some school time and vacation time during their final year for "try-out weeks." The student contacts a company and asks to "try out" that category of business or a specific occupation in that business. The student shadows an apprentice, preferably, or other full-time employee to see the type of work performed and the work environment. After several "try-outs," the student can focus on a particular apprenticeship category.

The European presenters at the "Education That Works . . . Work That Educates" conference, sponsored by the Center for the Study of Human Resources at The University of Texas at Austin, commented that any school-to-work system developed and implemented in the United States must be uniquely American. They firmly believe that we should *not* replicate the German, Swiss, or other apprenticeship system, but rather modify components of theirs to meet our unique needs. The same procedure should be used in developing your internship course—it should be unique to your own local environment, not just a carbon copy of one of the formats included in this guide.

Because of the extreme time and energy wasted in "reinventing the wheel," marketing educators with current experimental or local-credit-only internship programs shared much of the information included in this guide, while additional information was gathered and compiled from a variety of sources. The interest in marketing internships as a business-education partnership provided the spark necessary to see this curriculum development project through to completion. Now, it's up to marketing educators to turn the spark into an innovative flame!

Purpose of This Guide

Marketing Internships: A Planning and Implementation Guide is designed to assist you, the marketing educator and others supportive of marketing education. It will help you determine the need for a marketing internship program, prepare the background information necessary in presenting the initial proposal to school administrators, secure approval from the Texas Education Agency (TEA) for offering an experimental course, and implement the program. With the emphasis on innovation in the field of career and technology education, the time is right for you to initiate marketing internships. However, as with most changes, significant time and energy must be spent to "market" the relatively new concept of marketing internships to parents, students, employers, and other educators.

This guide explains the rationale for implementing a marketing internship program, provided that the need and support exist within the business community. Businesspeople have begun to recognize that, if today's youth are adequately educated, they can make valuable contributions to the businesses and industries that employ them. More and more, education is moving from the traditional academic classroom to site-based learning within the business community. The marketing internship you plan and implement is an option available for those high school students who choose not to enroll in traditional cooperative education, or for those who want to fine-tune their career choice within the field of marketing before enrolling in marketing education co-op classes.

Once you have determined the need for a marketing internship, the marketing educator must begin compiling the background information necessary to present the initial proposal to the appropriate school administrators. Although the possibility exists for internships to become state-approved course offerings, at the present time they are considered experimental.

This guide offers several options for marketing internships, ranging from one-semester, senior-only courses to full-year, rotation-type courses for juniors or seniors. In discussions with school administrators, you should present the option(s) you believe to be best for your students, given your local needs, economy, and labor market.

After securing support from the local administration, you must develop a formal proposal, which is submitted to TEA. Marketing internships are not currently state-approved courses, so they are considered experimental courses. However, as an active supporter of innovation within marketing education, the program director has made an approved marketing internship proposal available for inclusion in this publication to demystify the process (see Appendix A).

Once TEA approval has been secured, you should be prepared to implement the marketing internship immediately. A number of policies, procedures, and related forms have been included as resources because the timeline between approval and start-up of the course may not allow for individual development (see Appendices C and D). Because marketing educators have always been supportive of their fellow teachers, many of the items included in this section have been shared by those who have "walked in your shoes."

The final language of the Chapter 75 changes is still being drafted, which at this time includes changing "technical internships" to become more-inclusive "internships." You should consult your school administration or the program director for marketing education at the Texas Education Agency for the final outcome of the proposed changes.

IMPORTANT NOTE: This publication is offered as a "guide," not as commandments etched in stone. In the course of your planning and implementation of marketing internships, particular components should be modified to fit the individual requirements of your business community, school, and students. Good luck with the challenge of developing your own marketing internship!

Marketing Internships: Some Working Definitions

As you begin to investigate the possibility of offering a marketing internship course, you need to develop a working vocabulary of related terminology. Although certainly not complete, the following terms may prove to be helpful for you and for those who need to learn about marketing internships.

Apprenticeship—According to the U.S. Department of Labor, an apprenticeship is a training strategy that combines supervised, structured on-the-job training with related theoretical instruction and is sponsored by employers or labor/management groups that have the ability to hire and train in a work environment. When a person completes a registered apprenticeship program, he or she is prepared to go to work as a fully trained, competent journeyperson whose skills enable him or her to perform effectively in the workplace, usually with the same employer who provided the training. The bulk of the 824 recognized apprenticeship programs offered in the United States are in the building trades and manufacturing industries, but the Federal Committee on Apprenticeship believes there to be significant potential to develop apprenticeship programs in a variety of other industries. The Bureau of Apprenticeship states that the term *apprenticeship* should not be used as a generic term but should be reserved only for those programs that adhere to the official requirements.

Integration—the incorporation of content from one or more academic instructional areas into the curriculum of career and technology education courses and vice versa, such as the math concepts associated with markup and markdown or the economic concepts associated with supply and demand as business applications in marketing education. Internships, and all work-based education programs, become more successful when students see the integration of what they learn in their academic classes with "real-life" applications at a training site within the business community.

Intern—the student-trainee who may observe only or may observe and perform limited activities under the direct supervision of the mentor/supervisor.

Internship—a training program that involves the student, a business, and the sponsoring teacher in which the student receives personal, hands-on experience in a profession. Internships may be paid or unpaid training opportunities.

Marketing internship—a specialized internship program designed for high school students interested in careers in marketing, management, and/or small business ownership.

Mentor—the business and industry employee responsible for providing the one-on-one, work-based education for the marketing education intern.

Rotation—a strategy that could be used for teaching marketing education that is based on student observations in a wide variety of marketing environments so that students can become familiar with as many different marketing settings as possible. Rotation programs may be set up in either two-hour or three-hour blocks with students spending approximately half of that time in the classroom and the other half in the business community. Some students may rotate among the various marketing areas within one company, while other students may rotate from one business to another, observing marketing professionals in a number of settings.

School-to-Work Transition—legislation known as the School-to-Work Opportunities Act, begun under President Bush and continued by President Clinton, jointly administered by the Departments of Education and Labor. STWOA recognized the need for systemic changes in local, state, and national education to provide work-based, as well as academic, education for all secondary and postsecondary students. Youth apprenticeships, tech-prep, career academies, and cooperative education are approaches to successful school-to-work programs.

Shadowing—term used to describe students watching and following their mentors, rather than actually participating in completion of job duties and tasks themselves. Shadowing may be a preliminary step for an intern, or it may be the recommended training for a particular position.

Youth apprenticeship—generic terminology used by members of the Clinton administration and others to refer to job-training programs offered at secondary and postsecondary levels, including many job titles in addition to the "official" apprenticeable occupations as defined by the U.S. Department of Labor.

Organization of Marketing Internships

It is beyond the scope of this publication to provide the single "best" format for marketing internships. Instead, a number of options are presented which the marketing educator and other persons interested in marketing education can study to determine which one best fits the situation found in each individual school. The marketing educator can then use one or more sample formats to develop a customized format that provides the best educational option for the students enrolled in that school.

The decision to pursue offering a marketing internship at your school and its desired format should be made as early as possible so that all of the necessary support and approval may be sought and provided as soon as possible in the process. Many necessary actions, such as submitting course descriptions for the student preregistration booklet, cannot occur until this support and approval have been secured. Securing approval from the Texas Education Agency for offering an experimental course, which a marketing internship is considered at the present time, requires additional time. You must be organized and have an understanding of your local and the state time frames for the required decisions to be made in a timely manner.

A critical decision to be made early in the planning process is whether the school will provide transportation to and from the training site for marketing interns. In addition to the cost factor, this issue will affect whether sophomores can participate in the selected internship format, since many of them will not have a driver's license and/or access to transportation. For the purposes of this guide, it is assumed that the school will not provide transportation, so all descriptions below include only juniors and/or seniors.

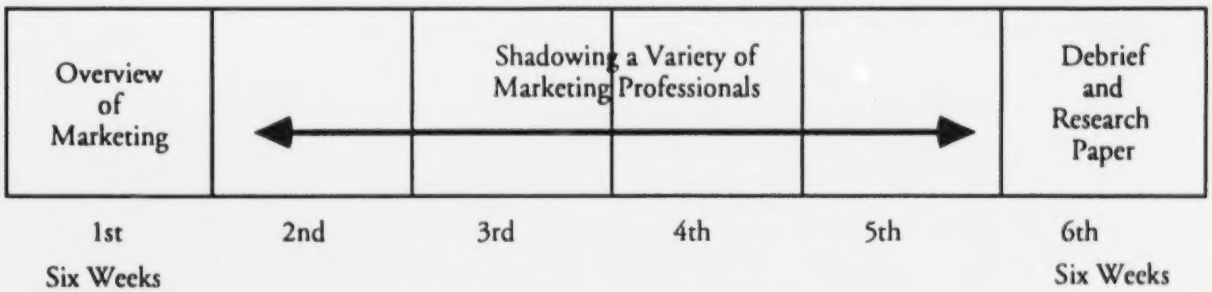
Four models are presented in this publication:

- a full-year, rotation-type format
- a one-semester, rotation-type format
- a full-year format starting with shadowing and moving into performing entry-level duties
- a full-year or semester format for non-co-op high school seniors who want a two-year college or four-year university degree before beginning their marketing-related careers

Although the number of options for marketing internship courses is unlimited, let's focus on the advantages and disadvantages of the four presented above. One might even customize a new format based on the advantages of one or more of the following ideas.

Full-Year, Rotation-Type Format

The first option identified is a full-year, rotation-type format in which junior and/or senior students receive an overview during the first six weeks of school prior to shadowing a number of professionals in a variety of marketing occupations during the next four six-week periods, culminating with a return to the classroom the final six weeks to debrief and write an occupational research paper. Junior-level students would be encouraged to take Marketing and Management (ME II) their senior year for additional on-the-job training experience prior to pursuing additional education and/or training in business and industry after high school graduation.



Possible **advantages** of the full-year, rotation-type format include the following:

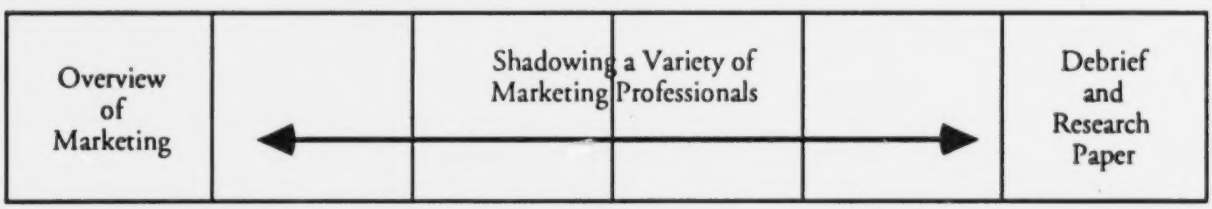
1. Students can shadow a number of marketing professionals, rather than just one person, which expands their knowledge base of marketing career options.
2. These students may not have had any marketing education courses prior to this internship course and would need the first six weeks of orientation to "bring them up to speed" to enter the workplace as an intern.
3. Targeted for students in grades ten, eleven, or twelve, this format enables them to enroll in either an ME co-op course while in high school or to enter a postsecondary institution with a focused career interest.

Possible **disadvantages** of the full-year, rotation-type format include these:

1. Students might find a particular marketing occupation interesting but must leave it to move on to another, which may or may not be as interesting.
2. Because the classroom teacher must supervise students in a number of locations simultaneously, the potential opportunity exists for "abusing the system."

One-Semester, Rotation-Type Format

The second option is a one-semester, rotation-type format in which students receive an overview during the three weeks of school prior to shadowing a number of professionals in a variety of marketing occupations during the twelve weeks, culminating with a return to the classroom the final three weeks to debrief and write an occupational research paper. This course is designed for junior students who have already taken one or more marketing education cluster courses and are interested in taking Marketing and Management (ME II) their senior year for additional on-the-job training experience prior to pursuing additional education and/or training in business and industry after high school graduation. This course will also serve as a "crash course" in marketing occupations for first-semester seniors who will follow it with an intense marketing internship in the spring.



Possible **advantages** of the one-semester, rotation-type format include these:

1. Students who do not have enough time in their course schedules for a full-year format would be able to take advantage of this format.

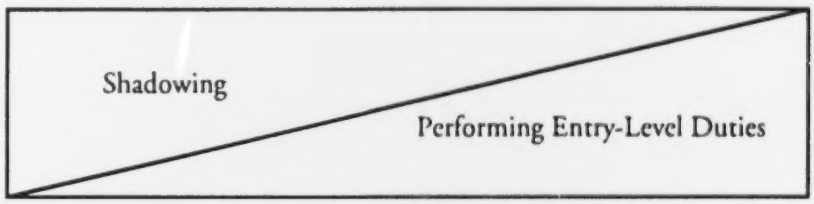
2. Students who have enrolled in a marketing education cluster course the previous semester would have an idea of the types of marketing occupations they want to shadow and would not need the greater number of options offered in the full-year format.
3. The pace of the one-semester format would keep the intern interested and engaged.
4. Targeted for students in grades eleven or twelve, this condensed format enables them to enroll in an ME co-op course or a postsecondary institution with a focused career interest.

Possible **disadvantages** of the one-semester, rotation-type format include the following:

1. Students might find a particular marketing occupation interesting but must leave it to move on to another, which may or may not be as interesting.
2. If the student has not had any marketing education courses prior to the internship course, he or she may lack the basic understanding of marketing concepts taught as a part of the year-long format.
3. The classroom teacher must supervise students in a number of locations at the same time, allowing the opportunity for "abusing the system."

Full-Year Format

The third option involves a full-year format in which students begin by shadowing a specific marketing professional and gradually move into performing entry-level duties under the direct supervision of the marketing professional. Students participate in their work-based education at the job site four days a week and receive related instruction from the marketing teacher during the same hours on the fifth day.



Possible **advantages** of the full-year format for those students who may or may not enter ME co-op include these:

1. This format enables students to remain with one mentor for an extended period of time, allowing them to experience a full range of marketing tasks and activities.
2. Targeted for students in grades eleven or twelve, this format enables them to enroll in an ME co-op course or a postsecondary institution with a focused career interest.

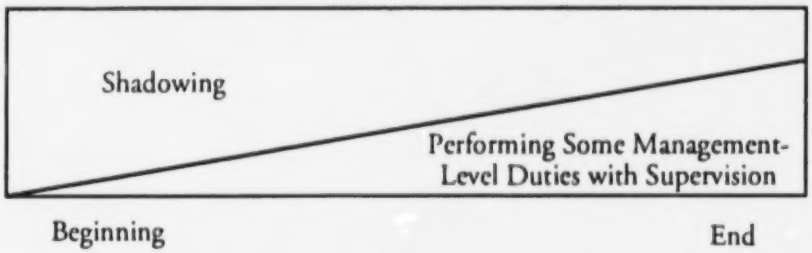
Possible **disadvantages** of the full-year format for those students who may or may not enter ME co-op include these:

1. These students may not have had enough exposure to the marketing occupations available to make a wise decision regarding their internship position interest.
2. Shadowing the same person for an entire school year may seem boring to student interns.
3. The business may not allow interns to actively participate in business operations.

Full-Year or Semester Format for Non–Co-op Seniors

The final option identified is a full-year or semester format designed for high school seniors who will not enroll in an ME co-op course but who plan to pursue a marketing-related career upon

completion of coursework at a two-year college or four-year university. Designed for students who have taken one or more marketing education courses previously, this management-oriented format offers them an increased understanding of the world of marketing.



Possible **advantages** of the semester or full-year format for those students not entering ME co-op include these:

1. The full-year format enables students to remain with one mentor for an extended period of time, allowing them to experience a full range of marketing tasks and activities.
2. These students should already have taken one or more ME cluster courses and would have a basic knowledge of marketing concepts prior to entering the intern training site.
3. Targeted for seniors with an interest in management-level careers, the semester or full-year format would work well with more mature, serious students.

Possible **disadvantages** of the semester or full-year format for those students not entering ME co-op include these:

1. These students may not have had enough exposure to the variety of marketing management occupations available to make a wise decision regarding their internship position interest.
2. The business may not allow interns to actively participate in management-oriented business operations, relegating interns to being no more than "gofers" for their marketing managers/mentors.

One point to keep in mind is that any student enrolled in a marketing education course, including an experimental marketing internship, is eligible for membership in DECA, the vocational student organization for marketing students. DECA members have the opportunity to use the knowledge and experience they gain in the classroom and on-the-job to excel as student leaders in local chapters, as participants in DECA's competitive events program, and as productive citizens in our free enterprise economy. DECA should be viewed as an enrichment to the total marketing education program.

Planning Activities for a Marketing Internship Course

Performing an Internship Needs Analysis

Before undertaking the arduous task of planning and implementing a marketing internship course, you should determine first whether there is a need for one. A solid foundation will help ensure the success of a marketing internship course. There are a number of questions you should ask to determine if a need for a marketing internship exists.

- What are some characteristics of the likely "customers"—local businesses, students, mentors/supervisors?
- How many potential "customers" are there?
- What are their expectations?
- Why should the "customer" select your "product" and not your competitor's—that is, a marketing internship as opposed to another school-to-work option?
- What are the current and future local labor market trends and overall outlook?

It is possible that, prior to determining the need for a marketing internship course, the key "customers" need to understand what an internship course involves and how they can benefit. In a June 1992 publication by the National Alliance of Business, *Real Jobs for Real People: An Employer's Guide to Youth Apprenticeship*, a number of benefits were identified for each of the following stakeholder groups:

For Students

Gain actual work experience while going to school
Gain access to good jobs
Get quality academic and occupational preparation
Earn an income while learning, if applicable
Build self-confidence and experience success at school and at work

For Employers

Obtain an expanded pool of qualified applicants
Evaluate potential employees in work settings prior to hiring
Reduce turnover of entry-level employees
Influence curriculum development to meet business/industry requirements
Improve quality of life and skills in the community

For Schools

Reduce dropout rate, improve attendance, and increase enrollment
Increase student motivation to learn
Integrate hands-on, work-related learning with academic instruction
Improve placement/employment rate of graduates
Expand existing programs
Provide service to community by serving local employers

For Communities

Increase employability of "forgotten," neglected, disadvantaged, or under-served populations
Reduce dependence on public support
Produce good citizens, skilled workers, and contributing taxpayers
Enhance community prestige and improve business climate

Once the need for a marketing internship course has been determined, you are ready to seek and gain the support of the businesses you want to include as internship training sites.

Seeking and Gaining Business Support

The question "Which came first, the chicken or the egg?" is similar to one you might be asking. Whose support do I seek first, that of my local business community or that of my school administration? The decision needs to be a judgment call on your part as one who has worked with both parties. While some school administrators would like to know that you have already asked for preliminary business response to such a proposal, other administrators would feel that you have sidestepped getting prior administrative support. Additionally, businesspeople need to know the chances of the marketing internship coming to fruition, about which you cannot assure them without having discussed the idea with school administrator(s).

Regardless of how you solve the above dilemma, the active support and complete involvement of the business community will be critical to the success of any marketing internship program. The marketing educator should actively seek and gain this support early in the process. Business leaders will probably need to be reminded that what you are proposing is different from ME co-op, which tends to have an occupationally specific focus with an emphasis on technical skill development found in specific training positions. The traditional technical skills are still an important part, but only a part, of an internship course, which should have a broader focus of academic, technical, and employability skills.

Depending on your approach, a marketing internship can differ from co-op in another way that may affect business support. Marketing internships can be either paid or unpaid training experiences. Many different, nontraditional marketing-related businesses may be able to support one or more internship positions if they have no salary costs. Therefore, your decision on having a paid or unpaid internship course needs to be weighed carefully and communicated to potential employers.

In addition to those customarily used as training stations for marketing education co-op students, businesses which are not retail-oriented extend the number of placement possibilities for interns. Possibilities include, but are certainly not limited to, marketing research firms, advertising agencies, and marketing departments in hospitals, banks, museums, nonprofit organizations, city transportation departments, and shopping malls.

In-house management-trainee programs sponsored by major retail companies offer training opportunities for students interested in higher-level retail positions. For the first two weeks, students could shadow managers in a variety of settings to determine an area of interest. Then, they could shadow a particular manager, while also sitting in on management-trainee classes whenever possible.

As you evaluate the appropriateness of businesses within your community as intern sponsors, you should establish some baseline criteria. Businesses participating in your marketing internship program should possess the following basic characteristics:

- Represent a growing or stable industry within your community
- Offer quality marketing-related experiences for interns
- Commit to pay interns at least the minimum wage, if it is a paid-internship program
- Agree to at least ten hours per week of supervised work experience in a nonhazardous occupation
- Encourage nontraditional work roles, if applicable
- Provide avenues for advancement after the internship period
- Have a commitment to the internship concept by top-level management
- Agree to participate in training for the company's mentor
- Be an Equal Employment Opportunity employer

Employers will probably want to know the specific roles you expect them to play as partners in the internship course you plan to implement. The National Alliance of Business publication, *Real Jobs for Real People: An Employer's Guide to Youth Apprenticeship,* includes some suggestions:

- Define the skill requirements for jobs
- Provide teachers with curriculum guidance
- Provide structured, paid, on-the-job training for students
- Encourage students to stay in school and do well
- Provide full-time jobs, as available, for students after graduation
- Provide training for teachers, as appropriate

Depending on the size of the organization and the number of marketing-related experiences for potential interns, you need to determine the best format for that business. It may be possible for you to offer two marketing internship courses in more than one format during the same school year. Therefore, you should decide if the business fits better into a rotation-type format, whereby students visit a number of different businesses or components within one business, or if a single-position format in which the intern shadows a particular mentor for the duration of the school year is better suited to the situation. The answers to these issues will help you make some basic decisions necessary to develop the proposal you submit to your school administration.

Developing a Proposal

Once you have determined that a need for a marketing internship course exists and you have gained the tentative support of employers within your business community, you are ready to draft a proposal to submit to your school administration. The models presented in this guide offer several possible scenarios for your consideration. However, you know your local climate better than anyone else, so use your own good judgment in preparing your proposal.

Most school administrators are going to want something in writing that they can present to the person or group who will make the ultimate decision. You need to find out the proper "chain of command" within your school for making a new course proposal and write it to be read by that person, as well as the others who may follow. A generic proposal format might include the following elements:

- A one-page executive summary of the proposal
- Background information supporting the proposal (do your homework!)
- Your plans for implementing the proposal
- Special issues to consider (funding, scheduling, etc.)
- Timeline for local decision to be made (TEA approval must be sought by a certain date)
- Letters of intent to participate from local employers (use your judgment!)

Because most school administrators are dollars-and-cents conscious, your proposal should address the costs—and cost savings—associated with implementing a marketing internship course. Since this course would be an option within marketing education, pending approval from the Texas Education Agency as an experimental course, the school would continue to receive vocational funding for the students enrolled. However, should you decide to offer this course as a local-credit-only option, funding would be different.

If your school administrators are the type who want to know that business and industry already have bought into the internship concept, letters of intent will be valuable items to include in support of your proposal. Keep in mind that the higher the position of the person agreeing to support your internship course, the more weight those letters of intent will carry with your school administrators. Make certain that the business representatives fully understand that the internship course is not "official" at this point, but that letters of intent could help it come to fruition.

As you develop your proposal, enlist the assistance of one or more colleagues who can help you. The proposal needs to be well written, to clearly explain your ideas, and to be proofread (probably several times!) for grammatical and typographical errors. The more you can show that significant thought and work has gone into the development of your ideas, the more likely it is that school administrators will give them serious consideration.

Securing Administrator Support

Once you have developed your proposal and have received feedback from others, you are now ready to forward the final proposal to your local school administrator for approval and support. Depending on your local situation, more than one level of administrator may be required to approve and support your proposal. Be prepared for this process to take some time, especially if the superintendent and school board must give approval. In this era of site-based management, more decisions are being made on the campus level, but a marketing internship may require additional support.

Your proposal should be submitted to the "first-line" administrator, with a cover letter/memo explaining any time constraints you have, as well as any additional information not directly addressed in the proposal. Although you do not want to appear to be rushing an administrative decision, you need to be persistent in securing approval, especially as the time approaches for additional decisions to be made. Use your best judgment in determining how often to ask if a decision has been reached.

Be prepared to speak in person to additional administrators, or other school personnel, who need to understand more about your proposal prior to approving it. Generally speaking, if administrators need to go to their superiors, they have to have adequate information to support the proposal. They may need one or more points of your proposal clarified so that they can endorse the proposal as benefiting the school district's students.

Depending on the amount of stated, or unstated but felt, support you receive for the internship proposal, you should begin to enlist business and industry leaders to serve on your internship advisory committee. In the interest of time, you should probably not wait until final administrative approval has been secured before determining possible business leaders to recruit as advisory committee members.

Forming an Advisory Committee

An active advisory committee, made up of business leaders from your local community, will enable you to secure and continue the necessary support for your marketing internship course. Business leaders can encourage the support of other business and industry leaders, school administrators, and parents for your new course in ways that you cannot. Business leaders who are convinced of the benefits of a marketing internship to their companies, to the students involved, and to the community can communicate their support to others through meetings of the local chamber of commerce, professional organizations, and school groups.

In determining which business leaders to invite to serve on this advisory committee, you need to realize that the business leaders you select must understand the differences between a marketing internship and cooperative education. Just because the business leader is an active supporter of your marketing education co-op courses, he or she may not become an advocate for your marketing internship.

A preliminary meeting with a number of interested business leaders would provide an opportunity for you to discuss what a marketing internship is and how it differs from co-op, as well as soliciting their ideas for course content. A true fifty-fifty partnership must result from this initial meeting for your internship course to become accepted by your local business community. When the leaders have the mistaken impression that a marketing internship is "just another vocational program" or "co-op with a new name," they will not actively endorse it within their company or within the community. Instead, you must clearly show that a marketing internship is a modification of co-op concepts to enable high school students to be better prepared to make educationally and age-appropriate career choices.

Once you have the core of your advisory committee selected, this group of business leaders can go out into the community and speak for your marketing internship. These leaders have the credibility of their peers, school administrators, parents of potential interns, and the community in general. Armed with information and a handout or brochure of some sort, members of your advisory committee can speak at meetings of your local chamber of commerce, which includes all types of businesses. They can speak to groups of parents and school administrators at school board meetings, PTA programs, or other occasions to promote your marketing internship course.

Selected wisely, advisory committee members can be active proponents for the educational changes necessary to make marketing internships a viable option for high school students.

Securing Approval from the Texas Education Agency

Once your school has given its approval for your marketing internship course, you are ready to determine whether you need to secure approval from the Texas Education Agency. Because a marketing internship course is not currently on the list of state-approved marketing education courses, your school district must submit a request if the students taking the course are to receive state credit. (You might want to pull out Appendix A—a copy of the TEA request to approve an experimental marketing internship course submitted in January 1993 by Lewisville ISD—for quick reference throughout this section.) With the vast majority of school districts adopting the "Recommended State Plan" for graduation, high school students will need each course they take to count toward TEA's 24-credit recommendation—there is little room in the new plan for "local credit" courses.

The approval request forwarded to TEA is an important document that requires significant thought and preparation. Until marketing internships become an official, approved ME course offering, individual schools wishing to implement the course for state credit must request TEA approval for a three-to-five-year waiver. Even when marketing internships become approved offerings, marketing educators who wish to vary from the Chapter 75 regulations for internships will need to submit a request for approval to offer an experimental course.

According to information from the Texas Education Agency, which is also found in its entirety in the appendix, the school district needs to include the following categories of information in its TEA request for an experimental course:

- Evidence of approval by board of trustees; initiated by the superintendent
- Description of course/program, including its elements and objectives, which must be different from essential elements in state-approved courses
- Rationale and justification of course/program stated in terms of documented student needs
- Description of activities, major resources, and materials to be used
- Methods for evaluating student outcomes
- Qualifications of teacher(s)
- School years for which approval is requested
- Amount of credit requested

Submitting Evidence of Support for the Experimental Course

A cover letter written by your superintendent will precede, and set the stage for, your proposal. The superintendent should have a basic knowledge of the instructional content your course will include and how it will benefit your students and business community. As you can see by reviewing Lewisville ISD's request, Superintendent Downing demonstrated an understanding of the marketing internship proposal. This letter also needs to refer to evidence of approval by the local board of trustees, such as including the date of a board meeting in which the experimental course was explained and approved.

You will be responsible for preparing the information which follows the superintendent's letter, probably with input from other school personnel. However, because of its specialized content, the majority of information will come from you, such as the text you will use, the course's scope and sequence, and the suggested qualifications and responsibilities of the instructor. Be certain that the information you submit is well written, clearly expresses your ideas, and has been proofread (probably several times!) for grammatical and typographical errors. The more you can show that significant thought and work has gone into your request, the more likely it is that TEA will give it serious consideration.

Although not included in the Lewisville proposal, one or more letters of support for a marketing internship, prepared by one or more members of the internship advisory committee, can be included with your TEA request. These letters will indicate to those in decision-making roles at the Texas Education Agency that your proposal has the endorsement and support of the business community.

Developing Rationale and Justification of the Course

One of the first items to include in your information is a brief explanation of the underlying reason for offering this course, along with showing that it is a reasonable and worthwhile course for the students. With the current interest in developing and promoting business-education partnerships, your request should relate directly to training and employment needs addressed by local business and industry. For most of Texas, marketing management has been identified as a demand occupation. You can contact your tech-prep consortium director or an individual on your regional quality work force planning committee for projected employment data for your area.

Describing Major Resources and Materials

A number of resources and materials are available to marketing educators wishing to implement a marketing internship course. First, and foremost, is the state-adopted textbook currently used for Marketing Education I, *Marketing Essentials*, a 1991 publication by Farese, Kimbrell, and Woloszyk and published by Glencoe/McGraw-Hill. *Marketing Essentials* has a number of supplemental materials designed to be used with the student text, such as the teacher's annotated edition, student activity workbook, student marketing math workbook, reproducible test booklet, color transparency packet, and testmaker software.

If the marketing internship course is a format designed for students who will not be taking Marketing Education I, these resources will be invaluable in providing marketing interns with the background information necessary for their success on-the-job. If the students may enroll in Marketing Education I, the teacher must determine the information to be taught to each group using the text so that neither group feels needless repetition of content has occurred.

Additional primary resources useful in teaching a marketing internship include the state-adopted texts for other marketing education courses, which include:

- *Retail Marketing for Employees, Managers, and Entrepreneurs,* 8th ed., by Meyer, Harris, Kohns, and Stone, published 1988 by Gregg/McGraw-Hill, used in Marketing and Management (ME II) courses.
- *Principles of Marketing,* 2nd ed., by Palmer and Stull, published 1991 by South-Western, used in the semester course, Principles of Marketing.
- *Retail Merchandising,* 10th ed., by Samson and Little, published 1988 by South-Western, used in the semester course, Retail Merchandising.

A number of secondary resources and materials are available for students according to the occupational area of their internship. Assignments in these materials provide supplemental, occupationally specific information that can be used for instruction on the one-day-a-week the interns are at school or for background information for the intern's research paper. Computer software is available for drill-and-practice activities and for business simulations. Videotapes to illustrate marketing concepts and business practices are also available for purchase or on loan through the audiovisual library of your regional Education Service Center.

Secondary resources and materials are available for purchase from two types of distributors:

- The major publishers of marketing education textbooks identified above
- Extension Instruction and Materials Center at The University of Texas at Austin

Guest instructors and speakers would provide an opportunity for interns to gain knowledge they might not receive at their particular intern site. If the guest instructor or speaker represents an internship site, the respective student-intern might be asked to introduce the speaker, as a method for developing poise in front of groups. The interaction with guest instructors and speakers will provide student interns with an increased awareness of, and in some cases specific job information related to, marketing-related career options.

Last, but certainly not least, some of the best resources and materials are those that the individual marketing education teacher has developed because they are tailored to the needs of specific types of students found in the teacher's school. While the majority of these resources and materials are not available for purchase, their availability may be increased through networking and sharing ideas and handouts with fellow marketing educators at professional improvement conferences.

Determining Course Content

The marketing educator can use the resources and materials identified in the preceding section to serve as the basis for determining the content of the marketing internship course. Several general topics need to be addressed in the course, regardless of its particular format, and include the following:

- An orientation to the marketing internship course
- Marketing career awareness and exploration
- Job-seeking skills and documents
- Job-advancement skills, attitudes, and behaviors (including ethics)
- Leadership development—being a leader, a follower, and a team member
- Content and career opportunities in each of the nine marketing functions

Depending on the format you select for your marketing internship, you need to determine the amount of instructional time devoted to the topics above, as well as those you might add. The importance business and industry leaders have given to the competencies and skills validated by the Secretary's Commission on Achieving Necessary Skills (SCANS) report—allocation of resources, information gathering and use, interpersonal skills, understanding and working within systems, selecting and using technology, basic academic skills, thinking skills, and personal qualities—should be considered in developing your instructional time allotment. Business owners, public employers, and workers on the line and at their desks repeated to members of the U.S. Secretary of Labor's Commission that "good jobs depend on people who can put knowledge to work. New workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build. Employers and employees share the belief that all workplaces must 'work smarter.'"

Identifying Essential Elements, Objectives, and Outcomes

As this publication was being developed, significant changes were in the offing regarding the entire idea of essential elements, which the state legislature had mandated in 1984 as part of House Bill 72. The State Board of Education had stated that a Texas school district could add elements of instruction at its discretion, but was not to delete or omit instruction in the essential elements required by SBOE (TAC 75.4).

In the movement toward outcome-based education, whereby students demonstrate mastery by doing rather than taking a pencil-and-paper test, the issue of essential elements is being revisited by officials at the Texas Education Agency. For the purposes of this planning and implementation guide for marketing internships, you should operate under the premise that essential elements, objectives, or outcomes of some description must be included in the request submitted for TEA approval. You should determine the current standards in effect at the time you develop your request,

rather than merely reproducing the information contained in the Lewisville ISD request. You will be held accountable for your students' mastery of the essential elements, objectives, or outcomes you submit, so you need to be certain they meet the "letter of the law."

Developing Methods for Student Evaluation

Student evaluation should be based on a number of components, rather than solely on test grades or solely on internship performance. Since approximately 80 percent of the students' time throughout the course will be spent at the internship training site, the grade for the course should be heavily weighted toward information you receive during the progress conference with the students' mentors, along with projects and activities that incorporate the interns' experiences.

With the current emphasis on application of classroom instruction, incorporate a number of projects and activities into the evaluation plan. The interns' mentors can offer suggestions for practical applications of the content addressed in class, as well as experiences the interns have had on-the-job. Several of these projects can be included in the student's portfolio as examples of the training he or she received during the internship.

If an internship journal or portfolio is required, the marketing educator should check it periodically to ensure that information and entries are complete and up-to-date. As the student refers back to comments written during the first few weeks of the internship, he or she can readily see that progress has been made.

A summative research project should be an important capstone to the student's marketing internship experience. The specific topic should be determined by the student, with review and approval from the instructor. The research project should be included in the student's portfolio as an example of his or her writing ability, as well as an example of what he or she internalized from the internship experience.

Determining Amount of Credit to Be Awarded

The amount of credit is a local decision but needs to be addressed in the approval request forwarded to TEA. With the changes in the high school graduation plan, the amount of credit issued is an important one.

The recommended plan includes an option for three credits in a coherent sequence of career and technology courses, which includes marketing education. By definition, ***coherent sequence*** means that more than one course must be taken, even if it is a three-credit course. Therefore, offering a three-credit internship, or even co-op, course in isolation is not considered a coherent sequence of marketing education courses.

As a result of the coherent sequence issue, schools have begun to change the organization of the school day and individual classes by implementing block schedules, zero-hour classes, and longer school days. Since interns will need travel time to reach the training site each day, a block of at least two class periods is recommended, which will fit into any of the above concepts.

Suggested Qualifications and Responsibilities of the Instructor

Perhaps one of the strongest messages the European apprenticeship presenters made at the "Education That Works . . . Work That Educates" conference was that those educators who work with student/apprentices need to have their heart, as well as their mind and body, involved. They must like young people and enjoy working with them, in addition to being willing to take the extra time necessary to train young people for their future world of work. Additionally, the teacher needs to find work-site mentors that have a similar disposition toward young people. As one of the presen-

ters, from Motorola-Austin this time, said, "A lot of 'hand holding' and personal encouragement happens during internships. It's just a natural part of working with young people and you must be prepared for that."

Since the proposed course is a marketing internship, one would assume that the instructor should be a marketing education teacher. Since people get in trouble making assumptions, you need to clearly identify in your request that a marketing educator needs to teach the course. Minimum qualifications include a B.A. or B.S. degree with certification in marketing education.

As the coordinator for the marketing internship course, the teacher must assume a number of responsibilities, many of which are not unlike co-op supervision duties. The coordinator needs to have a close relationship with the employers and mentors, as well as with the student interns, so most responsibilities listed below stress that important characteristic. The coordinator needs to be able to:

- organize and work with a proactive advisory committee
- develop a working relationship with the local chamber of commerce and other local employment and training organizations
- recruit and assist in the selection and placement of student interns
- prepare, with the active involvement of mentors and employers, an individualized list of internship experiences for each student intern
- supervise the on-the-job experiences of interns to ensure that shadowing occurs and that tasks the intern is asked to perform are supervised by the mentor
- lead weekly classroom sessions on marketing concepts and functions, leadership development, and marketing career information
- conduct internship progress conferences with the supervisor of each intern, followed by a progress conference with each student
- supervise the completion of related instruction assignments, activities, and projects
- assist students in developing career portfolios to document their internship experiences
- prepare, administer, and grade student exams
- calculate and submit grade reports for each student as required by the local school district
- visit with local businesses to recruit additional internship training sites
- evaluate the effectiveness of the internship course, making changes as needed
- prepare and maintain appropriate records

Implementing Strategies for Marketing Internships

Note: This section of the guide is a compilation of a number of issues that need to be addressed, ideas for your consideration, and references to items found in the Appendix.

Program/Course Promotion

In some settings, the marketing internship will be a brand-new program for the school, which would not currently have a marketing education program. In other settings, the marketing internship will be an additional course to an existing marketing education program. Because the information base of those to whom the promotion is directed will be different, the promotional effort will be different for each setting.

When the marketing internship is a brand-new program for the school, the marketing educator must promote the concept to potential students, their parents, and others within the school environment, as well as to potential employers and intern mentors. The marketing educator should assume that each party knows little or nothing about the internship experience and, therefore, should start the promotional effort at the very beginning with a significant amount of introductory material.

When the marketing internship is an additional course to an existing marketing education program, the promotional effort will be somewhat different. Although many will understand on-the-job training, the marketing educator will need to clarify the unique characteristics of an internship. Parents, other school personnel, and potential employers will probably be familiar with the existing co-op method of instruction and may not understand the difference.

Since marketing internship courses are experimental at the present time, promotional materials must be developed within your own school. The graphic arts programs found in many schools can create promotional materials that rival professionally produced items, so enlist the assistance of that department, if possible. Since these promotional materials will be distributed to potential students, parents, and employers, excellent quality is paramount. There should be no spelling or grammatical errors, and whatever duplication method is used should result in sharp, readable copy. Having a limited promotional budget should not be an excuse for poor quality!

In addition to printed brochures, other promotional techniques can be used by the marketing educator to encourage interest in the marketing internship course. The marketing educator can offer to be a speaker at a local chamber of commerce meeting or other business-related organization, to enlist employer support for internships. Since many of the members are also parents of high-school-age students, you have reached another audience as well.

Face-to-face visits with potential employers can encourage support for marketing internships, as well as allow you to determine the appropriateness of the training site. You could also offer to be interviewed as part of a local radio station's public information programming. Another option could be to submit an article to local and school newspapers describing marketing internships and providing your name, school room, and phone number as a contact for additional information.

Although it serves an additional purpose, another promotional technique is to have professional-looking name tags made for each student/intern. These tags should be worn while at the training site for immediate identification of the student as a marketing intern (rather than an "official" employee of the business), but they also serve as a promotional item for the school and its marketing internship program.

The ideal time for a major promotional effort would be just prior to preregistration for the upcoming school year, usually in early spring. Therefore, the marketing educator will need to have promotional materials and a promotional plan ready to go just after the spring semester begins. When a product is being advertised, the potential customer often hears the message a number of times before the decision to buy is made. The same holds true for promoting marketing internships, so a number of promotional techniques must be used to reach and recruit the potential intern.

Student Recruitment Procedures

While a slick promotional brochure may capture a potential student's interest, student recruitment involves much more than handing out brochures before or during preregistration. Just as with co-op, a marketing internship requires students that will represent the school and your program well while in the business community. They need to have a good attendance record, be willing to learn, and work well with others. Although all students are encouraged to consider enrolling in the marketing internship course (i.e., "equal access to all programs" concept), they need to understand from the beginning that this course is an elective and that it has a number of criteria that they and their parents must agree to observe.

To forestall potential misunderstandings, you could attach a copy of the student agreement form to each application form given to potential students. (Sample forms are found in Appendix D.) The student agreement is designed to give students and their parents a general understanding of the guidelines for the marketing internship, along with information regarding accident insurance and providing for student transportation. Potential students and their parents/guardians need to know that they can contact you for more information about the internship program.

Potential interns include students who have already taken one or more marketing education courses, since they have shown an interest in the field of marketing. Other potential students include students interested in considering marketing as a specialization within the field of business but who may not have taken a marketing education course. Still other potential interns are juniors who know they plan to enroll in marketing education co-op and would like to explore one or more of the various occupations for training and employment during their senior year.

In addition to recruiting students, the marketing educator must reeducate the intern's parents regarding the approach of a marketing internship program, which must be done during the student recruitment period. Many parents believe in the benefits of a preemployment observation/training program—but, "of course, not for my child." They must become informed of the more rigorous expectations involved in a marketing internship program and the connection the internship can have to future employment and education past high school. Parents should understand the concept of ***networking*** and how connections in the work environment during high school can pay off as the student works his or her way through postsecondary training or college coursework. Many times, the internship sponsor wants the intern to remain at the training site, as a full-time or part-time employee, after the internship period has been completed.

Fellow teachers can help you recruit interns by referring students they think would benefit from the program. In order to accomplish this, your co-workers need to know something about this new program, which can be done one-on-one or as a very brief presentation during a faculty meeting. The more your co-workers know about your internship option, they more likely they will be to send students to talk with you about enrolling. Traditional business education (general business, accounting, business law) teachers can offer this internship as an option to their students not interested in pursuing a co-op training experience but who want to refine their career choices prior to enrolling in college.

As mentioned under "Organization of Marketing Internships," the issue of whether the school will provide transportation to the training site(s) needs to be resolved early in the planning process as a number of other considerations revolve around this issue. If the school provides transportation, the internship course can include sophomores, who probably do not have driver's licenses nor their own transportation. Further, if the internship training site or sites involve a drive into a metropolitan area from a suburb or neighboring town, the school district will probably, out of concern for liability, insist on providing transportation.

Recommended Student Placements

The placements for interns include many more options than the training positions found in marketing education co-op, which are mainly entry-level and predominantly retail-oriented. Marketing interns can shadow marketing-related managers in such diverse occupational fields as real-estate agencies, hospitals, hotels, advertising agencies, chambers of commerce and/or convention bureaus, marketing research firms, and car dealerships. The number and type of internship possibilities is limited only by the local business environment and economic conditions.

The main criterion for placement of the intern is that the business have at least one marketing-related management position. The student needs to observe (and possibly perform under the mentor's direct supervision) a number of marketing-related operations of the business performed by one or more employees. The participating business needs to know that the intern will be an active observer, sitting in on staff meetings when appropriate and accompanying the mentor during the course of his or her daily business. The marketing educator will be responsible for locating, negotiating, and securing businesses and mentors for the internship program.

If the business is large and offers more than one internship observation opportunity, more than one student may be placed at the business. The students can be rotated through the various departments or divisions of the business, at the discretion of the marketing educator, student(s), and mentor(s), so that more than one aspect of the business is observed.

If the rotation format is selected, large businesses that offer numerous observation opportunities within the company will need to be located, negotiated, and secured. Retail environments, such as a large department store or supermarket, offer this type of diversity of training and employment options. The student can observe the management of the receiving operation, buying and ordering merchandise, promotional campaign development and implementation, and other management functions. Remember that an intern will primarily observe *management-level* activities of the operation, while a co-op student performs primarily *entry-level* tasks.

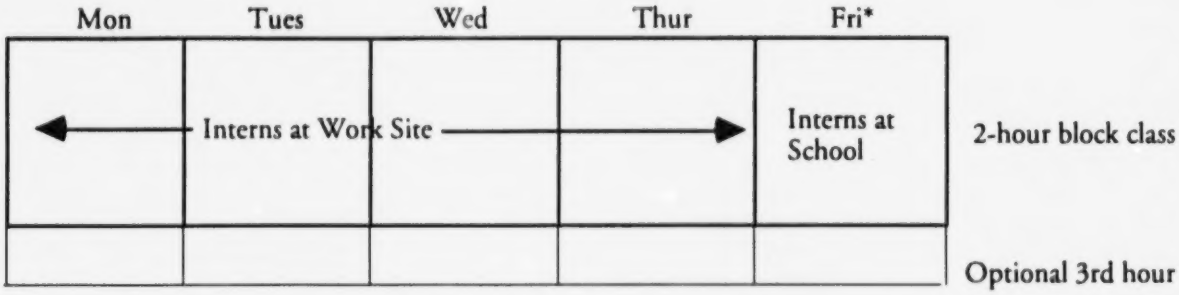
Paid or Unpaid Employment

The issue of paid or unpaid internships is one that the marketing educator and school administrators must resolve early in the planning and implementation process. Cooperative education, with which internships have been (and will continue to be) compared, has always been a *paid* training experience, so if an *unpaid* internship is implemented, all parties (students, parents, potential employers, school administrators, and others) must know it from the outset. For students not considering co-op during the senior year, whether the internship is paid or unpaid may not be an issue. However, students who know and understand the co-op program may think that an internship is also a paid training program. Further, all students in the course need to be either paid interns or unpaid interns—there should not be a combination of paid and unpaid interns in the same class. Regardless of the final decision, this issue needs to be clarified from the beginning to avoid any misunderstandings.

Much of the language in the federal school-to-work initiatives involves paid youth apprenticeship programs. Funding, possibly in the form of tax credits for businesses agreeing to sponsor interns, may be tied to whether they pay their interns. On the other hand, employers will often be able to support more interns if they are unpaid observers. Also, there is the issue of accidents that may occur at the training site. Make certain that potential internship sponsors read and agree to the responsibilities outlined in your student agreement because there can be a difference if the intern is a paid employee or an unpaid observer.

Class Schedules/Student Schedules

Since interns will need travel time to reach the training site each day, a block of at least two class periods is recommended for the marketing internship. Those two periods can be scheduled first thing in the morning, around the noon hour to use part of the lunch period for travel, or the last two periods of the day. As more and more school districts experiment with block scheduling, add more instructional periods, and consider lengthening the school day, many more students will have the time necessary to participate in a marketing internship. The degree of flexibility found in class scheduling within your own school environment will often determine the format best suited for your internship program.



**Note:* Day of the week for school-based experiences can vary according to local situation.

While the internship will require traveling to the training site four days a week, the fifth day each week will be spent in the marketing education classroom. This time will be spent on administrative duties, such as submitting a weekly report of internship activities; receiving related instruction; taking a field trip; collecting information for a research project; or having a guest speaker. Throughout the internship, students should carefully weigh whether a marketing-related occupation is their best career choice. Students must understand that they will be required to complete at least one semester of the marketing internship, even if they decide early on that marketing is not for them. When they want to make an alternate career choice, the school's class schedule should allow for flexibility to move in another career direction without undue loss of credit or delay in meeting graduation requirements.

Flexibility may also be required in working with individual student schedules in order to accommodate the block of time necessary for a marketing internship. Students may have to prioritize their educational and extracurricular schedules to ensure adequate time for the internship program. Marketing internships may work best in larger schools where students will not be limited to only one section of physics, honors English, or second language courses, for example. However, the rotation format may work well in smaller towns where the time and distance between rotation sites are not serious factors. Remember, regardless of which format you choose for your marketing internship, the needs of students and businesses must remain your first priority.

Policies and Procedures

Marketing educators who have supervised co-op training experiences will see a number of similarities between the sample student agreement form found in Appendix C and the one they currently use with co-op students. As you create a student agreement form for marketing internships, you may wish to consult with one or more of the businesspeople with whom the

students/interns will be working. The purpose of this form is to make students aware of their responsibilities and duties while away from the school campus. Even though this type of agreement sounds inflexible, it is important to impress on students the seriousness of the business environment and their role in observing, and possibly performing, marketing-related operations.

The information on this form is included as a starting point for the development of your own customized policies and procedures, tailored to meet your own school requirements and situations. It is very important to include every item that can be anticipated, rather than trying to add details to the interns' code of behavior later in the school year.

Sample Forms

Marketing educators who have supervised co-op training experiences will see a number of similarities between the forms found in Appendix C and those they currently use with co-op students. These forms are intended to be a starting point for the development of your own customized forms, tailored to meet your own school requirements and situations.

One form that is not generally used with cooperative education is the affiliation agreement, which is found in the Appendix. The purpose of this agreement is to delineate the responsibilities of the school and those of the business in conducting internship experiences. Your school administration may prefer to have a legal document prepared for this purpose.

There are other areas of concern that might be incorporated in the affiliation agreement, such as responsibility for student transportation between the school and the internship site(s). Another is the troublesome matter of insurance for students while they are away from school and while they are at the internship site(s). Every agreement must be carefully considered and address as many of the pertinent issues as possible without becoming so cumbersome that it is not useful.

Students who wish to enroll in marketing education courses are usually asked to complete an application form. The form developed and used for marketing internships should be short and easy to complete, yet provide some vital information. It will be used to acquaint the instructor with the potential intern and to provide sources for additional information, such as teacher references and courses taken previously.

Planned and Systematic Job Rotation

The core of a successful marketing internship will be planned and systematic job rotation. One of the chief criticisms of co-op training is that students are placed in a particular training position, such as a cashier or stocker, and become "locked" into it without receiving any additional training experiences. While planned and systematic job rotation should be the goal of any student training program, it is critical that employers and supervisors agree to its importance for marketing interns.

The purpose of the internship is to provide a positive, skill-building experience for the student. Unlike most employment, the emphasis in an internship program focuses on student development, not employee productivity. Although the student should approach the internship with the perspective of contributing to the business's overall marketing effort, it is not structured like a regular job.

The rotation can take the form of having the intern move from mentor to mentor within the company, as new and different training experiences are provided. Rotation can also include keeping the same mentor but varying the tasks and experiences the intern observes and/or performs while under the direct supervision of the mentor. Rotation should not be "flitting" from one task to another seemingly-unrelated task. Interns need to understand the relationship between all tasks, activities, and functions performed by marketing-related managers in order to receive the full benefit of their internship.

In locating, negotiating, and securing intern sponsors, the marketing educator must ensure that the employer and mentor understand the importance of planned and systematic job rotation. The marketing educator should be able to keep track of whether job rotation is occurring by reading the weekly reports submitted by the interns. However, before confronting a mentor or employer about the lack of rotation experiences, talk with the intern. It may be that he or she has not provided you with enough details about the internship experience through the weekly report format. If reading the weekly reports and visiting with the intern indicate that rotation is not occurring, the marketing educator needs to talk with the intern's mentor to emphasize the learning aspect of the internship program. Once the mentor and his or her employer understand the rationale for planned and systematic job rotation, future misunderstandings can be prevented.

Articulation Agreements with Postsecondary Institutions

As more and more high schools develop their tech-prep career pathways, articulation agreements with postsecondary institutions become more numerous. Management fields continue to be among the demand occupations identified by local tech-prep consortia, so high school marketing education and postsecondary marketing and management programs should continue to become strong players in the tech-prep arena.

Having an articulation agreement with a postsecondary institution is one of the first steps in initiating a tech-prep career pathway for your school. An articulation agreement involves members of the high school and postsecondary faculty and administration agreeing that students who successfully complete one or more high school courses will receive postsecondary credit, usually in escrow until a certain number of semester hours have been completed at the community college. A separate articulation agreement must be processed for each postsecondary institution; at the present time, there is no "blanket" articulation between all Texas high schools and all Texas postsecondary institutions.

Debate continues as to whether the credited courses should be used to accelerate the student's completion of the postsecondary course of study or whether the credited courses should be replaced with additional or more in-depth coursework. The bottom line remains—students can, and should, receive postsecondary credit for rigorous high school courses, such as a marketing internship, if the marketing educator can justify the content and training experiences to administrators and postsecondary educators.

Evaluation of Student Outcomes

The evaluation of performance is an important part of the internship program. Progress reports or evaluations provide a chance to formally review all work and discuss how the internship is progressing. The evaluation should be closely tied to the original goals the student, marketing educator, and mentor/supervisor had at the beginning of the internship period. The desired objective is to move up the rating scale each time the intern's progress is reviewed. See the Appendix for a sample evaluation form.

The performance review conducted by the mentor/supervisor is designed to give an employee (or in the case of an internship, the intern) feedback about how he or she is performing. Evaluations should be done at least once each grading period and are intended to measure an intern's attitude about work, work habits, and relations with customers and co-workers. Evaluation time also provides management an opportunity to set new goals for the intern.

The internship coordinator should follow up the mentor's evaluation with a brief, individual conference with each intern. This conference provides the coordinator with an opportunity to evaluate not only the intern's observation/training progress but also the effectiveness of the mentor

and/or the place of business as a continued internship site. Conversations with interns can pinpoint potential situations that may need to be addressed by the coordinator during site visits with mentors and employers.

In addition to the written, formal evaluation instrument, student outcomes can also be measured by a number of projects and activities. Throughout the internship period, interns should collect samples of items or create actual items to include in their portfolios. Further, in-class activities can be used to demonstrate mastery or understanding of key marketing-related concepts. The two-hour block of instructional time that is conducted each week by the marketing educator affords an excellent opportunity for student interaction and evaluation of internship success.

Bibliography

Bridging the Gap: Implementing School-to-Work Transition in Austin, Texas. Austin: The University of Texas at Austin, Lyndon B. Johnson School of Public Affairs, 1993.

Mississippi Work-Based Learning Program (draft of their plan of action). Mississippi State: Mississippi State University, Research and Curriculum Unit, 1994.

Real Jobs for Real People: An Employer's Guide to Youth Apprenticeship. Washington, D.C.: National Alliance of Business, 1992.

What Work Requires of Schools: A SCANS Report for America 2000. Washington, D.C.: U.S. Department of Labor, June 1991.

Williams, Catherine. *Clinical Rotation in Health Occupations I: Teacher's Guide.* Austin: The University of Texas at Austin, Extension Instruction and Materials Center, 1988.

Appendix A

A Copy of Lewisville ISD's Proposal for a Marketing Internship Course

NOTE: The following documentation has been included with the express permission of the Lewisville Independent School District. Their proposal serves as an example of what you might submit to gain TEA approval for your own experimental course.

REQUEST TO TEXAS EDUCATION AGENCY

FOR

APPROVAL OF EXPERIMENTAL COURSE

IN

MARKETING INTERNSHIP

SCHOOL YEARS 1993–94 THROUGH 1998–99

SUBMITTED BY:

LEWISVILLE INDEPENDENT SCHOOL DISTRICT
1800 TIMBERCREEK
LEWISVILLE, TEXAS 75028

Lewisville Independent School District

CLAYTON W. DOWNING, Ed.D.
Superintendent of Schools

P.O. Box 217
1800 Timbercreek
Lewisville, TX. 75067
(214) 539-1551

January 25, 1993

Dr. Lionel R. Meno
Commissioner of Education
Texas Education Agency
1701 North Congress Ave.
Austin, TX 78701

Dear Dr. Meno:

Lewisville ISD is requesting approval to offer a Marketing Internship program to be part of the vocational education program in our district. The Marketing Internship program has been formulated to meet the needs of the Lewisville ISD students and the business community, providing students an opportunity to explore higher level marketing career opportunities as well as enhancing their understanding of the skills and procedures essential to careers in marketing.

The structure of the course will be a two-hour, two-credit block offered for a full year. Students selected for the program spend the first two weeks in a classroom orientation session to prepare them for entry into their chosen internship field. Throughout the semester, students meet one day a week with their coordinator to review progress, discuss problems and receive instruction. Participating business leaders share their ideas and insights in addition to passing on their wealth of practical knowledge. Four days a week, students travel to their training sites where they follow modified, on-the-job procedures carefully designed by school and business sponsors to provide meaningful educational experiences.

We feel there is strong justification for the approval of an experimental Marketing Internship program in Lewisville ISD. Our district is located in the southern part of Denton County, one of the most rapidly growing counties in the country. We are in the Dallas-Fort Worth Metroplex, an area offering a wide range of job opportunities in the marketing field, as well as a wealth of area resources to enhance and enrich such a program.

Offering this program at the high school level would allow students to graduate with marketable skills and to have defined goals for post-secondary training. Proximity to the numerous community colleges of Dallas, Tarrant, Cooke, and Collin Counties, as well as two major universities in Denton County would allow our students diverse opportunities in which to continue their education in the field of marketing.

BEST COPY AVAILABLE

The program would provide an excellent opportunity for integrating the school district and the community. Employers would have a chance to help train employees before they are hired and would have influence on the early training offered in the field of marketing. By utilizing our area resources to help in the instruction of this program, we will develop more knowledgeable employees and college students who are well prepared to pursue a pattern of life-long training.

The success of the program will depend, of course, on the instructor. It is recommended, if the course is approved, that it be taught by a vocationally certified Marketing Education teacher. Approval is requested for the school years 1993-94 through 1998-99.

We respectfully request your consideration of this proposal.

Sincerely,

Clayton Downing

Clayton W. Downing
Superintendent

CWD/vm

MARKETING INTERNSHIP PROGRAM

QUALIFICATIONS OF INSTRUCTOR

B.A. or B.S. with Marketing Education certification

INTRODUCTION/DESCRIPTION OF COURSE

The Marketing Internship Program is a cooperative arrangement between the Lewisville Independent School District and the business community that will provide students with marketing experience as part of their high school curriculum. Qualified students are exposed to a unique combination of classroom instruction and placement in a marketing work environment where they acquire new information, concepts, techniques, and procedures related to career interests.

Students selected for the program spend the first two weeks in a classroom orientation session to prepare them for entry into their chosen internship field. Throughout the semester, students meet one day a week with their coordinator to review progress, discuss problems, and receive related instruction. Participating business leaders share their ideas and insights as well as a wealth of practical knowledge. Four days a week, students travel to their training sites where they follow modified on-the-job procedures carefully designed by school and business sponsors to provide meaningful educational experiences. Students are required to submit work summaries and maintain a comprehensive journal covering specific details of their training.

RATIONALE AND JUSTIFICATION

Interlink, the sanctioned regional quality work force planning committee for the North Central Texas region, identified marketing managers as a demand occupation in the North Central Texas region.

The location of our district is in the southern part of Denton County, one of the most rapidly growing counties in the country. We are in the Dallas/Fort Worth Metroplex, an area offering a wide range of job opportunities in the field of Marketing and Management, as well as wealth of area resources to enhance and enrich a program of this nature.

Offering this course at the high school level would allow students to graduate with marketable skills and to define goals for postsecondary training. Proximity to the numerous community colleges of Dallas, Tarrant, Cooke, and Collin counties, as well as two major universities in Denton County, would allow our students opportunities to continue their postsecondary training. The colleges and universities would benefit from better-prepared students who have a head start on their careers.

SELECTION

Students who wish to participate in the Marketing Internship Program must meet the following criteria:

- Senior class standing
- Recommendations from three previous teachers

- Recommendations from the vocational counselor and marketing coordinator, and approval of placement by the principal
- Parental permission
- Acceptable attendance record

ACADEMIC CREDIT

The student is evaluated each six weeks by the training sponsors and the marketing coordinator. Those successfully completing training receive two high school credits towards graduation requirements. Internship programs provide the student with invaluable experience.

OBJECTIVES

The Marketing Internship Program objectives are formulated to meet the needs of the Lewisville ISD students and the business community. These objectives serve as a guide for the marketing coordinator, sponsor, and student in planning assignments, administering the program, and evaluating its effectiveness. In addition to program objectives, each student determines his/her personal objectives which aid the sponsor in providing a meaningful educational experience. Key objectives of the program are as follows:

- Provide students with nonpaid, on-the-job training that will enhance understanding of the knowledge, skills, and procedures essential to specific careers in marketing.
- Provide a weekly forum for students to share experiences, improve communication skills, foster maturity, and enhance confidence.
- Improve utilization of the Lewisville, Flower Mound, and The Colony Chambers of Commerce and area business resources in the educational process.
- Develop communication with postsecondary educational institutions that provide advanced training opportunities in selected career fields.
- Provide students with an understanding of the interaction between business and the community and the executive's role in company activities and community service.

RESPONSIBILITIES

The responsibilities of the marketing coordinator and sponsor are general guidelines and emphasize the close interaction necessary in organizing, planning, and administering a successful program. Similarly, the student is ultimately responsible for attaining the maximum benefit from his/her experience and should seek opportunities whenever possible.

Coordinator Responsibilities

- Organize and interact with the advisory committee to monitor the program.
- Confer with the Lewisville, Flower Mound, and The Colony Chambers of Commerce on area training needs.
- Assist in the selection of students for program.
- Develop individualized student/sponsor training agreements.
- Visit and confer with internship sponsors on student progress.
- Conduct weekly classroom sessions with the student to review progress, discuss problems, and complete related instruction.
- Assist students in obtaining training documentation.

- Prepare and administer tests, critiques, and evaluations.
- Compute and record periodic grade reports as required by LISD.
- Prepare program reports and maintain appropriate records.

Sponsor Responsibilities

- Support the goals and objectives of the program by providing the student with a meaningful educational experience.
- Provide a realistic picture of the organization, the career field, and future employment opportunities.
- Provide an initial orientation to the sponsoring organization including goals and objectives, programs, planning and budget processes, organizational structure, names and titles of key personnel, and criteria by which the organization assesses its effectiveness.
- Develop with the student the types of observing and participating roles in which he/she will be involved and establish guidelines on hours, office procedures, and appropriate dress.
- Encourage involvement in activities which stimulate the student's ability to analyze company decision-making processes, such as regular staff meetings and conferences.
- Evaluate performance and conduct timely reviews with the intern.
- Interact with the marketing coordinator in evaluating the work of the student, discussing any persistent problems which may lead to the termination of the internship program, and recommending corrective action.

Student Responsibilities

- Participate with the coordinator and sponsor in establishing a training agreement consistent with the objectives of the program.
- Define with the sponsor appropriate assignments and projects, seeking direction and clarification when required.
- Acquire an understanding of the sponsoring company including organizational structure, key personnel, functions, programs, budget allocation, revenues, and criteria by which the organization determines its effectiveness.
- Comply with all policies and procedures of the program including attendance, work schedule, personal appearance, and behavior.
- Attend weekly meetings with coordinator to complete journal, submit work summaries, discuss problems, and complete related instruction.
- Write an evaluation of the internship program at the conclusion of the semester.

Activities, Resources, and Materials

- Instructional method would include a blend of lecture, class discussion, and placement in the business community to rotate through nonpaid marketing work experiences.
- Audiovisual materials and films would be used to provide illustration of points covered and as a stimulus for class discussion.
- Guest instructors and speakers would provide an opportunity for interaction with professions in the various fields covered by class materials.

The textbook would be:

Farese, Kimbrell, Woloszyk, *Marketing Essentials* (Glencoe/Macmillan/McGraw-Hill)

MARKETING INTERNSHIP

COURSE OUTLINE (Abbreviated)

Orientation	4 hours
Career Planning	10 hours
Job Application and Resumé	4 hours
Human Relations	8 hours
Personal Appearance, Health, and Diet	4 hours
Safety	4 hours
Leadership Concepts and Skills	20 hours
Ethical Practices and Laws	2 hours
Entrepreneurship	10 hours
Nine Marketing Clusters	18 hours

EVALUATION

Grading —6 Week

Training Site Evaluation	30%
Leadership Activities	15%
Notebook	20 %
Weekly Tests	20%
Participation, Conduct, Responsibility, etc.	15%

Grading —Semester

Each 6-Week Grade	26.667%
Semester Test	20.000%

Extra credit can be earned by holding marketing club office and/or by showing initiative in club activities, such as entering competitions.

Students will be evaluated throughout the course by oral and written examinations. Competency profiles will be completed for all students in the course.

MARKETING INTERNSHIP

TRAINING AGREEMENT

This document outlines the details of a training-with-industry agreement between Lewisville ISD and _____ (Company). This is not a contract.

The purpose of this training is to provide selected high school seniors the opportunity to explore selected marketing skills and careers, and to learn the related introductory theory and tasks. Students will not be paid.

Mr. (s) _____ (Supervisor) will be responsible for training _____ (Student) as a _____ (Skill); which will commence on or about _____ (Beginning Date) and continue through _____ (Ending Date). Normally, training times will be from 1:00 P.M. to 4:00 P.M., Mondays through Thursdays. (*Note*: Students will remain at school on Fridays to complete related training and administrative tasks.)

For planning purposes, students are expected to follow on-the-job training procedures: that is, acquire new information, concepts, techniques, and procedures; complete a period of over-the-shoulder observation, trial-and-error learning, and supervised production; then accomplish enough minimally supervised production to ensure the learning transition is completed. (*Note*: This latter phase would normally not exceed one-third of the training time.)

Safety policies and regulations, as well as the general safety of the student while training, is an underlying requirement of all training activities. While on company premises, students are expected to conduct themselves as though they were employees of that company, and will therefore comply with applicable company policies and regulations. The training site functions as an extension of the Lewisville ISD campus. Therefore, parents agree to assume the same responsibilities and liabilities for the student while at the training site as they would during any other normal school activity.

Company training supervisors agree to evaluate student performance, in writing, every six (6) weeks on an evaluation instrument provided by the Lewisville ISD Marketing Coordinator. Students will receive 2 units of high school credit for successful completion of the Marketing Internship Program. Student training will be monitored continually by the Marketing Coordinator.

Dissatisfaction with any aspect of student performance by any one of the signatories of this document will be grounds for review of the student's retention in this program.

Students will be accepted and trained without regard to race, color, national origin, sex, or handicapping condition.

_____ _____

Student Supervisor

COMPETENCY PROFILE

Instructional Program (Occupational Objective) _____ School _____ Date _____

Name _____ (Last, First, Middle) Social Security No _____ Phone _____

Address _____ Age _____ Date of Birth _____ Sex _____

Racial/Ethnic Designation _____ Special Needs _____

In Case of Emergency Contact _____ Address _____ Home phone _____ Business phone _____

OR

Contact _____ Address _____ Home phone _____ Business phone _____

Method of Instruction	Grade	Enrollment Date	Withdrawal Date	Completion Date	Total Class Hours	Total Laboratory Hours	Total On-the-job Training Hours	Instructor

ON-THE-JOB TRAINING/WORK EXPERIENCE

Duration of Employment	Job Title	Supervisor's Name	Training Station	Address of Employer	Phone

FOLLOW-UP RECORD

Date	Current Address	Ed Status	Educational Institution	Educational Objective
		☐ Attending ☐ Not Attending		

Not in Labor Force	Un-employed	Military Status	Employed	Employer	Address	Supervisor	Position	Related to Training	Salary
								☐Yes ☐No	

ESSENTIAL ELEMENTS FOR MARKETING INTERNSHIP

This form is for recording student progress in meeting objectives related to these essential elements.

4 Skilled, has mastered most objectives
3 Moderately skilled, has mastered sufficient objectives
2 Limited skill, has mastered few objectives
1 Has not had exposure or instruction in this element

4	3	2	1	
				CAREER PLANNING
–	–	–	–	(A) learn the sources for securing marketing career information
–	–	–	–	(B) develop a tentative career plan
–	–	–	–	(C) examine the educational needs for achievement of the career selected
–	–	–	–	(D) develop an educational and training plan to accomplish the career plan selected
4	3	2	1	MARKETING MANAGEMENT
–	–	–	–	(A) explore the role of marketing management in achieving business goals
–	–	–	–	(B) investigate how marketing plans are developed
–	–	–	–	(C) discuss the organization of the marketing department staff
–	–	–	–	(D) understand that reducing business risk is a major goal of business
4	3	2	1	HUMAN RELATIONS AND PERSONALITY DEVELOPMENT
–	–	–	–	(A) understand the importance of maintaining good health and proper appearance for effective job performance
–	–	–	–	(B) understand oneself and others
–	–	–	–	(C) exercise self-control
–	–	–	–	(D) accept and use criticism
–	–	–	–	(E) recognize basic human relationships as they relate to business success
–	–	–	–	(F) demonstrate characteristics for successful working relationships
4	3	2	1	BUSINESS COMMUNICATION
–	–	–	–	(A) demonstrate proficiency in oral and written business communication
–	–	–	–	(B) identify forms of business communication
–	–	–	–	(C) demonstrate proficiency in using listening skills
–	–	–	–	(D) recognize the dynamics of nonverbal communication
4	3	2	1	LEADERSHIP CONCEPTS AND SKILLS
–	–	–	–	(A) demonstrate skills, characteristics, and responsibilities of leaders and effective group members
–	–	–	–	(B) demonstrate a knowledge of parliamentary procedure principles
–	–	–	–	(C) plan and conduct leadership activities
–	–	–	–	(D) prepare for effective citizenship and for participation in our democratic society

4 3 2 1 ENTREPRENEURSHIP

_ _ _ _ (A) identify opportunities for business ownership
_ _ _ _ (B) understand the risk and profit motive factor
_ _ _ _ (C) understand the elements and advantages of the free enterprise system
_ _ _ _ (D) explain the role of small business in the free enterprise system

4 3 2 1 SAFETY AND SAFE WORKING CONDITIONS

_ _ _ _ (A) identify and apply safe working practices

4 3 2 1 THE MARKETING PROCESS

_ _ _ _ (A) define marketing
_ _ _ _ (B) understand the marketing concept
_ _ _ _ (C) identify the functions of marketing
_ _ _ _ (D) analyze the marketing mix

4 3 2 1 CHARACTERISTICS OF THE MARKETPLACE

_ _ _ _ (A) identify the types of goods
_ _ _ _ (B) define the types of businesses
_ _ _ _ (C) explain the concept of target markets and market segmentation
_ _ _ _ (D) understand what motivates consumers to buy

4 3 2 1 MARKETING RESEARCH

_ _ _ _ (A) analyze marketing problems
_ _ _ _ (B) determine the methods of collecting data
_ _ _ _ (C) describe how market research information may be interpreted

4 3 2 1 NEW PRODUCT IDEAS

_ _ _ _ (A) understand how new products are developed
_ _ _ _ (B) describe how new products are tested
_ _ _ _ (C) explain product life cycle
_ _ _ _ (D) explore product branding, labeling, and packaging strategies
_ _ _ _ (E) recognize that services are products

4 3 2 1 PRODUCT PRICING

_ _ _ _ (A) understand product pricing as a marketing strategy
_ _ _ _ (B) determine factors affecting price
_ _ _ _ (C) identify the goals of pricing
_ _ _ _ (D) explain various pricing strategies

Appendix B

Texas Education Agency Specifications

NOTE: The following information was obtained from the Texas Education Agency and is included for your assistance in developing a request for approval for an experimental course.

Process for Approval of Experimental Courses and Magnet Programs

These steps will be taken in the approval of experimental courses and magnet programs. Evaluations of experimental courses and magnet programs will also be processed in this manner.

I. Courses will be received and logged in by the director of Special Curricular Activities.

II. Courses will be routed to the directors of the Division of General Education and/or the Division of Career and Technology Education.

III. Experimental courses and magnet programs will be assigned to directors of programs for review to ensure that they meet the following requirements:

A. Courses and Programs (*Note*: Only a limited number of academically rigorous courses should be approved.)

- Initiated by the superintendent; evidence of approval by board of trustees
- Description of course/program includes its elements and objectives, which must be different from essential elements in state-approved courses
- Rationale and justification of course/program stated in terms of documented student needs
- Description of activities, major resources, and materials to be used
- Methods for evaluating student outcomes
- Qualifications of teacher(s)
- School years for which approval is requested
- Amount of credit requested

B. Evaluations

- Evaluations of experimental courses and magnet programs must be submitted at the end of the first year of implementation; experimental courses must also be evaluated at the end of three years.
- Evaluations must show evidence that the course/program should be continued and be stated in terms of documented student needs and outcomes.

IV. The director of programs will recommend approval or disapproval of the courses/programs and evaluations based on the requirements in Part III and prepare a letter for the division director's signature. When a new experimental course is approved, a PEIMS code must be assigned by the director of Special Curricular Activities.

V. The directors of the Division of General Education and/or the Division of Career and Technology Education will approve or disapprove the course/program and evaluations on behalf of the commissioner of education.

- If approved, the school district will be notified by letter.
- If disapproved, the school district will be notified by letter. Reasons for disapproval and the process for appealing the decision will be included in the letter.
- Copies of the approval letters will be sent to PEIMS and the Division of Accreditation. Copies of all letters will be sent to the director of Special Curricular Activities.

VI. The school district will have 90 days from the date of the disapproval to appeal in writing the disapproval of the course/program. Appeal will be addressed to the commissioner of education.

VII. The appeal process will consist of the following:

- The commissioner of education will review the written appeal.
- The commissioner of education will request additional information or documentation from the applicant and/or staff, if warranted.
- The commissioner will meet with the directors of the Division of General Education, Division of Career and Technology Education, and/or other program areas to discuss the details of the appeal, if needed.
- The commissioner will decide whether to uphold the disapproval or to approve the request based on additional information provided.
- The commissioner will notify the applicant regarding the rationale for the decision about the appeal.
- Final authority for considering appeals rests with the commissioner of education.
- A copy of the letter with the final decision will be sent to the director of Special Curricular Activities. If approved, copies of letters will also be sent to PEIMS and the Division of Accreditation.

VIII. The director of Special Curricular Activities will report the number of courses/programs processed, including approvals, disapprovals, evaluations, and appeals, every six months to the commissioner of education.

IX. The director of Special Curricular Activities will send reminders in April of each year about evaluations due by June 30.

Appendix C

Sample Policies and Procedures

SAMPLE FORM

MARKETING EDUCATION STUDENT AGREEMENT
INTERNSHIP/ROTATION

Student/Intern Name _____ School _____

This agreement is to be strictly observed at all times during your internship/rotation.

1. I will make it my responsibility to know, understand, and adhere to the guidelines and procedures of the internship each rotation in order to protect customers, co-workers, and me.
2. I will make every effort to be courteous, efficient, and accurate in all the tasks to which I am assigned, and in all contact with customers and co-workers.
3. I will not discuss information about any customers with anyone not authorized to receive such information. I will maintain total confidentiality of all professional information.
4. I will notify my assigned supervisor and my Marketing Education coordinator immediately if I am unavoidably late or absent. I understand that repeated absences could result in probation and ultimate dismissal from the program. The school policy on tardiness will apply.
5. I will adhere to the following guidelines:
   a. I will wear my name tag at all times.
   b. I will wear professional, businesslike attire at my internship/rotation job site.
   c. If an area requires specific apparel, I will comply with company policy.
   d. Young ladies are to wear low-heeled shoes and hose (socks for young men).
   e. I will not eat, drink, chew gum, or use tobacco while I am in the work area.
   f. I will not visit other units, nor will I leave the unit to which I am assigned, unless authorized to do so.
   g. I will not discuss my private life while in the presence of customers or co-workers.
   h. I will conform to any direction from my supervisor and my coordinator immediately and without question while in the business setting. Any questions will be discussed later and in private.
   i. I will try to be cheerful and smile while I am in the presence of customers.
   j. I will behave in a professional manner at all times.
   k. I will respect and properly care for all equipment and supplies.
   l. I will not make personal telephone calls, nor answer the telephone in the work area unless directed to do so.
   m. I will make every effort to complete any assigned tasks.
   n. I will follow all safety rules.
   o. If I feel that I cannot meet the stipulations of this agreement, I will request a conference with my coordinator at once.

I understand that if I break this agreement, disciplinary measures will be taken, and termination of my participation in this program may result. If this occurs, I realize that I will lose credits toward high school graduation.

I further understand that (Name)_____is a student/intern in the Marketing Education Internship/Rotation Program and may rotate through different positions in one or more marketing-related companies as a student observer.

I understand that the business owner(s) cannot be held liable for accidents that occur while the student is observing there. Any incurred medical expenses must be paid by the student and/or the parent or guardian.

I understand that student/interns must make their own arrangements for transportation to and from the observation site. Students must not be late in arriving to the training site or in returning to school, if applicable.

_____ _____

Student/Intern Signature Parent/Guardian Signature

_____

Coordinator Signature

56

Appendix D

Sample Forms

57

SAMPLE FORM

AFFILIATION AGREEMENT

MARKETING INTERNSHIP

This agreement is by and between _____ Independent School District and _____ for the operation of the general and technical aspects of the marketing internship at _____ High School.

The high school marketing education teacher agrees to assume the following responsibilities:

1. Assign students to the specific internship/rotation areas.
2. Provide marketing mentors with learning objectives for the students in each area.
3. Actively communicate with marketing personnel and students to coordinate the program.
4. Instruct students to maintain the confidentiality of all company records and to ensure student cooperation.
5. Maintain records of student progress and evaluate student learning.
6. Observe company policies.

The business agrees to assume the following responsibilities:

1. Allow marketing students to observe a variety of marketing operations.
2. Directly supervise students in performance of any assigned duties.
3. Explain routines, procedures, and policies followed in the business.
4. Assist in evaluating student progress and performance.

The high school marketing education teacher will be the liaison between the student and the marketing-related business for the development of the student's knowledge and skills.

All activities, functions, or duties of the student are to be performed under the direct supervision of qualified personnel.

The school and the business each have a distinct, yet cooperative, responsibility for the education of each student. The business will provide progress reports as needed, noting areas of concern regarding a student's attitude or performance. The business retains the right to request reassignment of the student. Reassignment requests should be in writing.

This agreement provides for continuing communication between the business and the school as necessary to provide optimum experience for student learning. An annual evaluation and review of this agreement is expected.

Either party may discontinue this agreement upon sixty (60) days written notice to the other; however, this termination should only occur at the end of an academic semester in which students are registered. The party desiring the termination shall arrange for a conference with the other participating party.

In keeping with Title VI of the Civil Rights Act of 1964, no person shall, on the grounds of race, sex, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity included herein.

Signature of School Official	Signature of Company Official
Signature of Marketing Education Teacher	Date

SAMPLE FORM

APPLICATION FOR ADMISSION

MARKETING INTERNSHIP

Name_____ Current Date_____

Home Address_____

Social Security Number_____-____-_____ Home Telephone_____

Age _____ Date of Birth _____-_____-_____ Current Grade_____ Sex_____

Name of Parent/Guardian_____

Parent's Occupation and Employer_____

Do you live with your parents?_____ Do you have your own transportation?_____

List the classes you took this year.

0. _____ 5. _____
1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____

Are you now, or have you ever been, enrolled in a career and technology education class?
If so, which one(s)?_____

Name a teacher you have this year.

Teacher_____ Course_____

All students, regardless of race, color, sex, religion, creed, national origin, or disadvantage are encouraged to consider enrolling in a career and technology education course.

_____ _____

Student Applicant Parent/Guardian

SAMPLE FORM

STUDENT'S WEEKLY INTERNSHIP/ROTATION REPORT

This form is to be filled out on the Monday following a week at the training site and given to your instructor.

Internship or Rotation Site/Assignment	Dates
Student/Intern Name	Supervisor Name

1. What new information or skill did you observe/learn this week?

2. What were your major responsibilities or duties this week?

3. What was the best thing that happened at the training site this week?

4. What was the worst thing that happened at the training site this week?

5. If #4 was a mistake, how was it corrected?

6. This week was (circle one)...

GREAT GOOD FAIR BAD DISASTROUS

WHY?

SAMPLE FORM

SUPERVISOR'S EVALUATION SHEET

Name of Supervisor and Training Area _____ Name of Student/Intern _____

Please evaluate the student in the following areas, using this grading scale:

1 = Excellent 2 = Satisfactory 3 = Poor
4 = Unsatisfactory NA = Not Applicable

	Rating	Comments	Initial
1. Attitude toward observations	____	_____	____
2. Attitude toward assigned tasks	____	_____	____
3. Behavior toward customers:			
Greeting	____	_____	____
Smile	____	_____	____
Nonverbal communication	____	_____	____
Helpful attitude	____	_____	____
4. Dress and appearance	____	_____	____
5. Punctuality	____	_____	____
6. Observation of departmental and company policies	____	_____	____
7. Do you think this student should enter the marketing profession?	____	_____	____

COMMENTS: